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# EDUCATOR PREPARATION AND DEVELOPMENT

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## EXECUTIVE SUMMARY

Research on successful professional development reveals that all members of an institution must share a common understanding of the goals and knowledge base in order for the institution to improve. As a result, the *Long-Range Plan for Technology, 1996-2010* addresses the staff development needs not only of teachers but of all the members of the professional education community.

At the public school level, these include teachers, administrators, curriculum coordinators, counselors, librarians, and other educational professionals. The plan also addresses the training needs of faculty at the university level, particularly those involved in pre-service educator preparation.

### *Retraining is a Priority*

To provide quality education to all learners, the training and retooling of the current educator workforce in using technology tools to teach and learn must be identified as a priority. In addition, technology can and should be used to provide equitable access to quality, standards-based professional development.

All pre- and post-service educator preparation personnel must possess and demonstrate the capacity to use technologies effectively in all facets of their professional duties. These include personnel at colleges and universities, at Centers for Professional Development and Technology, and at other organizations that offer training to teachers.

To use technologies effectively, pre-service and educator preparation personnel must continually:

- learn about current educational technologies and their applications,
- develop planning skills for and through technology use,
- integrate educational technologies throughout the entire teacher preparation program,
- model the best practices regarding the effective integration of educational technology throughout the curriculum,
- learn about new technologies,
- integrate technologies appropriately into their teaching, and
- use technology to increase their knowledge, to seek expert advice, and to collaborate.

Higher education faculty should be encouraged to expand their technology skills for instructional purposes. Thus, the State Board for Educator Certification is asked to establish requirements in technology proficiencies for both educator preparation and educator renewal.

### *Just-in-Time Professional Development*

When they have a concern about instruction or management, educators need immediate access to relevant, high-quality professional development and technical support both during and outside the instructional day. This type of professional development is known as “just-in-time” rather than “just-in-case” assistance.

Just-in-time professional development rejects the standard of often irrelevant or ill-timed professional development presented just in case one ever needs it. It replaces this with a new standard for professional development, one that is on demand and just in time for effective use. All educators should have cost-effective access to high-quality information regardless of geographic location or time of day. Technology makes this feasible.

State, regional, and local institutions as well as the private sector all play a role in developing, facilitating, and providing this model of professional development. Significant coordination among these entities and allocation of resources will be necessary to train the educator workforce in integrating technologies into all facets of instruction, management, and planning.

The Actions and Recommendations in this document's "Educator Preparation and Development" section on page 33 set the stage for providing educators with the technology proficiencies, cited in the "Teaching and Learning" section, that they need to make full use of the technology infrastructure in teaching, managing, and in their own learning.

# EDUCATOR PREPARATION AND DEVELOPMENT

## ACTIONS AND RECOMMENDATIONS

### *State*

Short-term 1997-98	Mid-term 1999-2002	Long-term 2003-2010
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#### Actions by the Texas Education Agency

##### EPD.TEA.1-6

- |   |        |        |        |
|---|--------|--------|--------|
| .1 Identify priorities for professional development activities  | —————→ |        |        |
| .2 Establish, disseminate, and update minimum standards for staff development in technology (TEC 21.451)                            | —————→ |        |        |
| .3 Facilitate and provide access to professional development activities, including by distance learning                             | —————→ |        |        |
| .4 Establish policies that facilitate educator professional development credit for distance learning and distributed learning       |        |        | —————→ |
| .5 Provide professional development in integration of technology into the Texas Essential Knowledge and Skills                      |        | —————→ |        |
| .6 Incorporate accountability measures into the teacher appraisal system for expectations for technology proficiencies by educators |        |        | —————→ |

#### Recommendations to the State Board for Educator Certification

##### EPD.SBEC.1-5

- |  |        |       |       |
|--|--------|-------|-------|
| .1 Design, implement, and update requirements for relevant educator preparation and development in integrating technology into teaching and learning, instructional management, professional development, and administration | —————→ |       |       |
| .2 Incorporate standards for technology proficiencies into educator renewal requirements   |        | ————→ |       |
| .3 Establish a credential that recognizes specialization in instructional technology   | ————→  |       |       |
| .4 Update the requirements for a credential in instructional technology  |        |       | ————→ |
| .5 Evaluate Centers for Professional Development and Technology  |        | ————→ |       |

## ***Regional (cont'd)***

Short-term 1997-98	Mid-term 1999-2002	Long-term 2003-2010
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### ***Recommendations to the Texas Higher Education Coordinating Board***

#### **EDP.THECB.1**

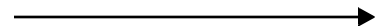
- .1 Provide for continuing education requirements for college and university faculty in technology use for teaching and learning



### ***Recommendations to Regional Education Service Centers***

#### **EPD.RESC.1-5**

- .1 Establish and maintain partnerships in support of local technology initiatives
- .2 Offer professional development to educators on technology integration into the TEKS
- .3 Offer professional development to educators by distance learning, distributed learning, and other means
- .4 Design and implement professional development programs for educators on technology integration into teaching and learning, instructional management, professional development, and administration
- .5 Design and implement staff development for local personnel responsible for technical support



## ***Local***

### ***Recommendations to Local Education Agencies***

#### **EPD.LEA.1-5**

- .1 Allocate at least 30 percent of Technology Allotment for professional development
- .2 Provide opportunities, incentives, and support for educators to develop model practices using technology
- .3 Provide training in data examination and analysis through technology to support sound decision-making
- .4 Provide professional development on integrating technology into teaching and learning, instructional management, professional development, and administration
- .5 Integrate planning for technology into all classroom, campus, and district planning



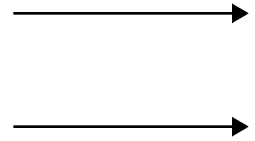
## ***Local (cont'd)***

Short-term 1997-98	Mid-term 1999-2002	Long-term 2003-2010
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### *Recommendations to Local Education Agencies*

EPD.LEA.6-7

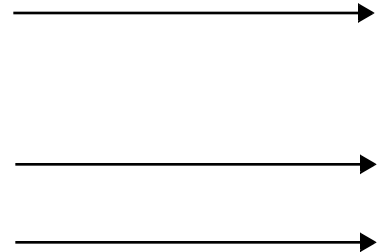
- .6 Design and implement educator development, on site and by distance and distributed learning, to meet expectations for technology proficiencies by educators
- .7 Make available and provide incentives for educators to participate in distributed, just-in-time\* professional development



### *Recommendations to Institutions of Higher Education*

EDP.IHE.1-3

- .1 Design and implement educator preparation and development programs that meet state certification standards and expectations for technology proficiencies for educators
- .2 Support field-based educator preparation and development and use of technology in the field
- .3 Provide professional development to faculty engaged in educator preparation in integrating technology into teaching and learning, instructional management, professional development, and administration

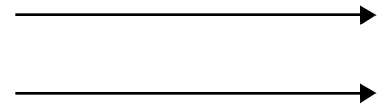


## ***Private Sector***

### *Recommendations to the Private Sector*

EDP.PS.1-2

- .1 Provide opportunities to educators for professional development and access to technology systems
- .2 Collaborate with educators in the development of products and services to meet schools' technology needs



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Just-in-time professional development refers to professional development resources that are available oncall through access to formal instruction, experts online, intelligent agents, and other resources. Intelligent agents are machine-based entities that can carry out simple instructions from a user.